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29. — *A Manual of Information and Suggestions for Object Lessons, in a Course of Elementary Instruction. Adapted to the Use of School and Family Charts, and other Aids in Teaching.* By MARCIUS WILLSON, Author of "Willson's Historical Series," "School and Family Readers," &c., &c. New York: Harper and Brothers. 1862. 12mo. pp. 336.

THE theory which this book is designed to subserve is that according to which the education of children is to commence with concrete objects, and not with the elements of things. Mr. Willson explains, defends, and illustrates this system, and suggests a large amount of material for the teacher's use. The greater part of the volume is designed as a directory for the employment of a series of twenty-two charts for families and schools, constructed by the joint labor of Messrs. Willson and Calkins.

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30. — *London Lyrics.* By FREDERIC LOCKER. London: Basil Montagu Pickering. 1862. 16mo. pp. 143.

THESE are hardly lyrics, for no mortal would ever think of singing them; nor have they anything of poetry except the form, and now and then a flash of fancy or a touch of pathos. But they are bright, sparkling, and witty; they present sundry amusing sketches and episodes of London life, and they indicate in the author quick observation and ready sympathy.

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31. — *The Poems of ADELAIDE A. PROCTER.* Boston: Ticknor and Fields. 1863. 16mo. pp. 416.

THE general characteristics of this volume are those which mark all true poetry of the present day, and which we might comprehend in the one word *human*; including therein the introspection which makes a healthy or morbid self its anxious study; the sympathy which adopts as its own the privations, griefs, and burdens of the race; the restlessness which bemoans or denounces the short-comings and the wrongs of existing society; the prophetic spirit which beholds in the present the foreshinings of a better future for mankind. Where these traits are prominent, they are unfavorable to elaborate finish, — the burden which presses upon the spirit for utterance will not wait for the nice choice of words, and the elaboration of metrical harmony; but with rougher rhythm there is a higher inspiration, a warmer glow, a more epic march of thought, a profounder depth of sentiment, a richer affluence of such imagery as appeals, not to the æsthetic, but to the emotional nature. Among the poets of this school Miss Procter merits a distinguished place, and has assured to herself an enduring reputation.